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ABSTRACT

Teacher and administrator responses to the Connecticut School Interview, conducted as part of the Spencerport (New York) More Effective Schools/Teaching Project, indicate that there are a number of correlates which can be considered areas of strength, and that steady improvement has occurred in installing correlates in each building and in strengthening the degree to which they are in place. Three tables (for May 1983, May 1984, and May 1985) list baseline data for seven correlates in each of five schools. Results of a disaggregated analysis of student achievement show varying levels of improvement in reading, mathematics, social studies, science, writing, and English. Further investigations of the socioeconomic distribution of students concluded that the socioeconomic composition of Regents and non-Regents sections are the same, and there is no systematic factor assigning students to classes according to their socioeconomic background. Progress is being made toward meeting the project's goal of 95 percent of all students attaining minimal academic mastery, with the current percentage between 71 percent and 100 percent. The concomitant goal for outstanding academic achievement is also being met, with unusually high proportions of students attaining scores in the top three stanines on the Stanford Achievement Test. (IW)

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MEMORANDUM

September 6, 1985

TO: Board of Education

FROM: Robert E. Sudlow

TOPIC: More Effective Schools/Teaching Project
Executive Summary of the Second Annual Report

Teacher and administrator responses to the Connecticut School Interview indicate that there are a number of correlates which can be considered as areas of strength. The criteria for this determination is a response of two-thirds (66%) or more to items D & E (or A & B if the question is worded negatively) on the interview form.

Steady improvement has occurred in installing correlates in each building.

Number of Correlates in Place in Each Building

	Bernabi	Munn	Town Line	Cosgrove	Wilson	Total	Possible
May 1983	1		2			3	35
May 1984	5	2	3			10	35
May 1985	5	3	5	2	3	18	35

Further progress occurred in strengthening the degree to which each correlate is in place in each building. This can be indicated by a five percent, or greater, increase between May 1984 and May 1985 in the percent of staff who indicated that the correlate is an area of strength in the building.

Change from 1984 to 1985

	Positive Change	Little or no Change	Negative Change
	+5%	+4% to -4%	-5%
Bernabi	5	2	0
Munn	5	2	0
Town Line	7	0	0
Cosgrove	3	2	2
Wilson	6	1	0

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Table I
May 1983 - Base Line Data

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*	*	*		
Clear School Mission					
Instructional Leadership					
High Expectations					
Opportunity to Learn and Student Time on Task					
Frequent Monitoring of Student Progress			*		
Home-School Relations					

Table II
May 1984

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*		*		
Clear School Mission	*	*	*		
Instructional Leadership					
High Expectations	*				
Opportunity to Learn and Student Time on Task					
Frequent Monitoring of Student Progress	*	*	*		
Home-School Relations	*				

Table III
May 1985

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*		*		
Clear School Mission	*	*	*		*
Instructional Leadership					
High Expectations	*	*	*	*	*
Opportunity to Learn and Student Time on Task				*	*
Frequent Monitoring of Student Progress	*	*	*		
Home-School Relations	*		*		

The key project goal is the attainment of effectiveness. To ascertain this disaggregated analyses of student achievement are completed.

For Reading:

1. Partial improvement occurred for three elementary schools and the junior high school.

2. The high school is effective for three consecutive years.

For Mathematics:

1. Improvement occurred in two elementary schools.

2. Partial improvement occurred in one elementary school and the junior high school.

3. Data is not currently available for the senior high school.

For Social Studies:

1. Partial improvement occurred at the junior high school.

2. The high school is effective for three consecutive years.

For Science:

1. Partial improvement occurred at the junior high school.

2. The high school is almost effective.

For Writing:

1. Partial improvement occurred at the junior high school.

2. The high school is effective for three consecutive years.

For English:

The high school is effective for three consecutive years.

When the Second Annual More Effective Schools/Teaching Project Report was prepared, it was found that the Regents courses in a number of discipline areas at the E. J. Wilson High School were effective.

One of the questions which arose out of this finding was: **Is the socio-economic distribution of students the same in non-Regents section as it is in Regents sections?**

To answer this question 1984-85 class lists for the tenth grade mathematics and eleventh grade English and social studies courses were obtained. Then, using confidential data on file in the district office, the percentage of students in the lower (i.e. mothers with a twelfth grade education or less) and in the middle and upper socio-economic groups was determined. To see if these percentages were essentially the same or if they were significantly different, the Test for the Significance of Difference Between Two Proportions was computed.

Math -	No significant differences in the percentages of students were observed.
English -	No significant differences in the percentages of students were observed.
Social Studies -	A. No significant differences were observed for A.P. American History
	B. Significant differences were observed for Enriched Social Studies and American Studies II.
	C. Both Regents and non-Regents students are enrolled in American Studies III.
Across disciplines -	A. For Regents and Advanced classes, the distribution of students from the lower SES was substantially the same in three out of four cases.
	B. For non-Regents classes, the distribution was substantially the same in two of three cases.

Thus, I conclude:

1. For English and math there is no systematic factor operating which causes students to be assigned to classes or to sections according to their socio-economic background. Essentially the socio-economic composition of Regents or Non-Regents sections is the same.

2. There may or may not be a socio-economic factor operating in connection with the assignment of students to social studies classes or sections. The evidence is inconclusive but tends to indicate that this may be a factor.

3. For the building as a whole, there is *no* systematic factor operating which causes students to be assigned to classes according to their socio-economic background.

Conclusions

1. Satisfactory progress is occurring in installing the correlates of an effective school in each building.

2. The project's goal is that 95% of <u>all</u> students regardless of background will attain at least minimal academic mastery. Progress is occurring in meeting this goal. The percentage of students attaining at least minimal academic mastery ranges from 71% to 100%.

3. Unusually high proportions of students attain scores indicating outstanding achievement. Twenty-six to fifty-seven percent attain scores in the top three stanines on the Stanford Achievement Test. Even so, progress is occurring in further improving these scores, thus meeting the project's Concomitant Goal.

RES/rcw